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ABSTRACT

The bulletin is an overview of events and developments in policy regarding the education of migrants and their families, as reflected in the press, periodicals, and ministerial press releases of Europe. The bulletin contains abstracts of actions taken in the European community, the European Parliament, the Council of Europe, Belgium, Denmark, Germany, France, Greece, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom. The actions involved the implementation of directives, the European Social Fund, mother tongue and mother culture projects, the status of women, training on return to the country of origin, intercultural education, rights of foreigners, foreign student legislation, enrollments, vocational training, teacher training, reception classes, government policy, and racial discrimination. (SB)

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EURYDICE BULLETIN

«EDUCATION OF MIGRANTS AND THEIR FAMILIES»

N° 8 - SPRING 1984

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FOREWORD

This is the third issue of the EURYDICE Bulletin to be published in its new form, i.e. as an overview of events and developments in a specific field of educational policy as reflected in the press, in periodicals and ministerial press releases.

In addition to leaving out the original articles we have decided to present the English, French and German text in separate volumes.

Experience has shown that few users have needed more than one linguistic version. Readers who need two or even three language versions should let us know so that we could arrange for the appropriate mailing.

As already mentioned in our previous Bulletin we continue to provide you with the full articles and documents which are referred to in the Bulletins upon request. For this purpose you may use the prepared postcard which you will find in each issue and which is addressed to the EURYDICE Central Unit.

In your request you should always clearly mention the theme and the issue of the Bulletin you are referring to, plus the current number of the news item within the "overview" about which you would like to receive further information.

The system of current numbers for the items has replaced the previous system of page numbers of the Bulletin.

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EUROPEAN COMMUNITY

COMMISSION

1. A report[1] on the conditions in EC Member States for the education of migrant workers' children has been submitted by the Commission to the Council of Ministers. The report reviews the situation in Member States in relation to the obligations they accepted when Directive 77/486, adopted by the Council in 1977, entered into force in July 1981. The Directive imposed three main obligations on host Member States in relation to the children of Community migrants :

   - the provision of free tuition to facilitate initial reception, including in particular the teaching of the official language of the host state ;

   - the training and further training of teachers responsible for immigrant children ;

   - the promotion, in cooperation with the state of origin, of the teaching of the mother tongue and culture of the country of origin of the immigrant child.

   In addition, although outside the scope of the directive per se, a statement made by the Council at the time of the directive's adoption expressed the political will of Member States to seek to achieve the Directive's aim in respect of children of non-Community migrant workers as well.

   The Scope of the Problem : More than 2.5 million children

   EC Member States' school systems play host to more than 2.5 million children of migrant workers, whether intra-Community or from third countries. As Social Affairs Commissioner Ivor Richard points out, "migrant workers' children, given their social status and the linguistic and cultural problems they face, run a much greater risk of educational failure and thus of unemployment than do children of indigenous parents". The Directive, as well as tackling this problem, is an important element in a whole range of measures giving support to the principle of the free movement of workers in the Community.

   The report provides a first assessment of the extent to which Member States are actually implementing the directive. It has been compiled on the basis of a questionnaire sent to Member States relating to the following questions : legislative or administrative provisions for migrant workers' children ; reception methods ; tuition in the language and culture of origin ; teacher training. The report covers all the Member States and, in the case of the Federal Republic, the eleven German Länder.

   At the same time, the Commission is writing to each of the member governments, pinpointing possible shortcomings in national practice. The Commission will, in case where this proves necessary, instigate legal infringement proceedings as provided for in the Treaty.

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[1] COM(84)54 final.

"The right to education is one of a child's fundamental rights", says Mr. Richard. The directive specifies the basic conditions needed to put the children of migrant workers on an equal educational footing with children of locally-born parents. (Information February 1984 - doc. COM(84) 54 final).

2. In view of the disproportion between the volume of applications for aid and appropriations, the European Social Fund is to grant priority to operations corresponding to Community objectives in employment and vocational training as defined in certain resolutions including the Council resolution of 9 February 1976 on an action programme for migrant workers and members of their families (OJ N°. C.5 10/1/1984 Commission guidelines for the management of the European Social Fund in the financial years 1984 to 1986).

3. From 26 March to 29 March the Schools Council Mother Tongue Project Colloquium was held in London. This Colloquium concerned the pilot project conducted jointly by the Schools Council and the Commission of the European Communities to develop methods and materials for the teaching of Bengali and Greek to children between the ages of 7 and 11. (see EURYDICE Bulletin N°. 7 - June/July 1983 - p. 6). The basic document on the project is the "Schools Council Mother Tongue Project's Report to the European Community Colloquium", published in December 1983.

EUROPEAN PARLIAMENT (E.P.)

4. On 27 September, the Committee of Enquiry into the Situation of Women in Europe adopted the report by Mrs. Squarcialupi (Comm. 1) on migrant women and the wives of migrant workers on which the EP is to adopt a position in the form of a resolution. The Committee of Enquiry denounced xenophobia in all its forms and noted that Community measures against discrimination between men and women had generally been less successful amongst immigrants. The MEPs ask the EC for a series of initiatives, including additional basic training and literacy campaigns and the application of the directive on language teaching for the children of migrant workers. (EUROPE 28/9/83 - Doc. PE. 84.971/fin).

5. On 4 October, the EP Committees on Social Affairs approved the report by Mrs. Nielsen (Lib. Denmark) calling for a Directive to be drafted to update the EC action programme for migrant workers. This should create a legal status for migrant workers and define a Community status for them which would lead inter alia to the harmonisation of social policies of the Member States on migrant workers and the definition of concrete measures to guarantee schooling. MEPs asks that the European programmes be extended to the workers from third countries. (EUROPE 5/10/1983).

   On 18 November the EP adopted a resolution on the Problem of Immigrants as presented in Mrs. Nielsen's report. (EUROPE 21-22/11/1983).

6. At the informal meeting of Social Affairs Ministers in Paris on 2 February, the Italian delegation contributed a memorandum on the problems of migrants in the Community. It has three chapters : the first is

devoted to the integration of workers who are nationals of Community countries ; the second deals with workers from non-member countries, and the third with problems encountered by Community workers working for firms with headquarters in a Member State going to an extra-Community country on a specific posting for a limited period. (EUROPE 13-14/3/84).

7. The Commission was asked by a Greek MEP to provide information on the measures it has taken in cooperation with the Governments of the Member States to receive, assimilate, train and employ immigrants and their families wishing to return to their country of origin, with particular reference to Greece.

   It replied that the return of migrant workers in the Community should be considered in the context of Community labour market policy and manpower mobility. The Community instruments of this policy, the ESF (European Social Fund), ERDF (European Regional Development Fund) and EIB (European Investment Bank) in the case of financial intervention and SEDOC (European System for the International Clearing of Vacancies and Applications for Employment) apply equally to these workers, and with respect to Greece have already been deployed. Intervention at Community level must, however, be regarded as supplementary to measures adopted by the Member States.

   Measures to facilitate the voluntary return and reintegration of migrant workers to non-member countries are the responsibility of the host country and the country of origin. (Written Question N°. 271/83 - O.J. C.308, 14.11.1983).

8. The Commission was asked by a German MEP to give its opinion on the ban by German Länder Education Ministers on attending the 42 national schools planned by the Greek Government for the Federal Republic of Germany before the end of the period of compulsory schooling.

   It replied that according to the information at the Commission's disposal, the aim of the Greek Government's proposal is to provide integrated instruction in Greek language and culture for Greek children attending normal classes and, if necessary, extra classes enabling them to integrate more successfully, to set up special schools or classes providing additional tuition for Greek pupils about to return to their country of origin in which the language of origin would be Greek, with German being taught as the second language.

   The Commission feels that an improvement in the teaching of Greek language and culture in the German schools, in coordination with German school syllabuses, would, in the short term, obviate the need for special classes or schools. This is, moreover, the objective of Article 3 of Directive 77/486/EEC (Written Question N°. 511/83 - O.J. C.315 - 21.11.1983).

9. The Commission was asked by a Greek MEP if it was aware of the difficulties created by the Schaerbeck local authority (Belgium) in the provision of mother-tongue tuition for migrants at secondary school level, including the charging of high rent for the use of classrooms with no amenities or sanitary facilities and what it proposed to do about the situation.

It replied that Directive 77/486/EEC places this type of education within the framework of the general provisions governing normal compulsory education and that consequently the organizing authorities had no right to charge rent. It would make its point of view known to the Belgian authorities. (Written Question N°. 1284/83 O.J. C.38, 13.2.1984).

10. The Commission was asked by an Italian MEP for information on which Member States had not yet complied with Directive 77/486/EEC and what the Commission was doing to encourage and monitor its implementation.

It replied that it was about to present to the Council its report on the application of the Directive and at the appropriate moment, would determine whether or not the procedure provided for in Article 169 of the Treaty of Rome should be implemented. (Written Question N°. 1400/83 - O.J. C.52, 23.02.1984).

COUNCIL OF EUROPE

11. On 2 August the Council of Europe published "Intercultural Education in the Federal Republic of Germany" comprising statistics and reports on existing programmes and programmes under examination in the field of Intercultural Education. In October 1980, 637,073 foreign children were enrolled in schools of general education. Foreign pupils are taught and instructed in Portuguese, Spanish, Greek, Serbocroatic, Italian and Turkish by teachers delegated for this purpose by the countries of origin. With the exception of lessons conducted in, and instruction in, Portuguese..., all children, both German and foreign, receive the same standard of education and, as a rule, in the same group or class. The dividing lines between different learning groups are based on standard. performance, qualification and not on nationality, religion, mother tongue, etc. (Intercultural Education in the Federal Republic of Germany - DECS/ESR(83)31).

12. A Conference organised by the Council of Europe and devoted to the question of the rights of foreigners was held in Funchal (Madeira), with the participation of about 20 parliamentarians, government representatives, lawyers, representatives of non-governmental organisations and of immigrant and refugee communities. Amongst other things, the conference advocated the adoption of legal measures in order to protect the rights of minority communities in the fields of education and culture, and in order to allow foreigners to create associations and participate fully in union activities, the ratification by all Member States of the Council of Europe of the European Convention on the Legal Status of Migrant Workers and the effective implementation of the Final Act of Helsinki (1975) and the Madrid Declaration (1983) of the C.S.C.E., particularly as regards the freedom of circulation and establishment in both Western and Eastern European countries. (EUROPE 21.10.1983).

13. At its meeting of 21-22 November the Project's Restricted Group of Project N°. 7 "The educational and cultural development of migrants" adopted the "Interim Report of the Project Group to the CDCC". The three themes under review are the links between the school and family institutions, between

school culture and out-of-school culture and between child education and adult education. (Interim Report of the Project Group to the CDCC-CDCC (84)10).

BELGIQUE/BELGIE

14. The Minister for National Education has decided to appoint an inspector to follow especially the problems arising at certain schools with a high percentage of migrants' children. His tasks will include drawing up and updating a list of schools with a large number of foreign pupils, helping headmasters and teachers to take advantage of existing rules and regulations, following and analysing the schemes for the education of migrants in Belgium and abroad, participating in schemes supported by the Ministry for National Education or international organisation, studying with those responsible for teacher training, the measures appropriate for intercultural teacher training, collaborating with those responsible for the cultural services of Embassies and migrant associations in solving the problems encountered by those under their jurisdiction in or out of school, and contributing to the application of Directive 77/486 of the Council of the European Communities and the Dublin resolution on the education of migrants (Permanent Conference of the European Ministers of Education - 12.5.1983). (Ministry of Education Circular PV/ML/JD/83/C.820 - 28.9.1983).

15. A ministerial circular of August 1983, limits the number of foreigners in schools to 2 %. (Le Soir, 1.12.1983).

According to the 1983 annual report of the University foundation, in the academic year 1982-83 there were 11,871 foreign students (72 % male) in Belgian universities, only 2,711 in Flemish universities. This is due mostly to the fact that French is more widely spoken than Dutch. (La Cité, 7.02.1984).

16. Further to agreements signed with the Ministers of Education of Tunisia and Morocco with a view to, amongst other things, the teaching of Arabic language and culture (see EURYDICE Bulletin N°. 6 - April/May 1983 - 3) the Ministry for National Education, in its circular on Secondary Education for the academic year 1983-84, provides for the organisation of courses of Arabic as a 3rd or 4th language under the same conditions as other languages. (Ministry of Education circular C/83/4/P - 10.8.1983).

17. The Minister for Justice, Jean Gol, has drawn up and submitted to the government a draft law on the status of migrants and the acquisition of Belgian nationality, including certain articles on foreign students in Belgium. In the law, the Minister proposes, amongst other things, that foreign students should have the possibility of a preparatory year before starting their university course in order to learn or improve French or Dutch as appropriate, that family reunion depends on individual authorisation, depending on the resources of the student and his family and his willigness to return to the country of origin on completion of his studies, and that a foreign student may study tertiary level subjects only if they are situated in the same sector as those for which he came origin-

ally. There has been much opposition to the law : from the PSC (Social-Christian Party), the Advisory Committee for Migrants of the French-speaking Community and various university bodies. (Le Soir, 21.11.1983, 23.11.1983, 24.11.1983, 1.12.1983, 7.12.1983).

DENMARK

18. Recent research shows that as far as knowledge of the Danish language is concerned, migrant children are two years behind Danish pupils on entering primary school and four years behind after two years of primary schooling - even if they were born and raised in Denmark. The authors put part of the blame on the fact that an increasing number of reception classes are being closed for financial reasons. Also, the number of migrant children continues to increase while the number of Danish children is decreasing in the Copenhagen area migrant children represent about 10 % of the school population. It is suggested that migrant children should therefore be able to receive all lessons in the first year of primary school in their mother tongue and start Danish as a foreign language from the second year. (Politiken 2/2/84).

BUNDESREPUBLIK DEUTSCHLAND

19. According to figures published by the Federal Statistical Office the total number of foreign pupils in general education institutions rose by 3.5 % (25,000) in 1982/83. Foreign pupils now represent 8.6 % (731,000) of the total 8.5 million pupils attending these institutions. However this proportion varies depending on the level and type of school : almost 80 % of all foreign pupils attend primary and lower secondary level schools (12.9 % of the school population) ; in comprehensive schools the percentage of foreign pupils was 7.1 %, in intermediate schools 3.1 % and in grammar schools, 2.4 %. 11 % of pupils in special schools were of non-German nationality. (DPA-Dienst für Kulturpolitik - 17.10.1983).

20. Teaching material as a result of the pilot project "Turkish as a first or second foreign language" under the responsibility of the Berlin Ministry of Education and financed by the Federal Government and the Commission of the European Community has been published and circulated for analysis and evaluation. Decisions about the content of the material were difficult in view of the undemocratic military regime in Turkey at the time : although users of the material seem very satisfied, it was heavily criticised in the Turkish right-wing press and the then Turkish Ministry of Education. (see also Bulletin N°. 7 June/July 1983 - P. 10) (Frankfurter Rundschau 3/10/83 - Die Zeit 30/9/83).

The Parliamentary group of the Christian Democratic Party in the Parliament of Rheinland-Pfalz requests that books and teaching material used in mother tongue teaching of migrants' children must not contradict the principles of humanity and freedom, as laid down in the constitution of the Land, that they should therefore follow the same system of values as books for German children and that the respective evaluation of the books should be shared between the Länder on the basis of linguistic priorities. (DPA - Dienst für Kulturpolitik - 17.10.1983).

21. A conference with the representatives of the Ministers of Education and Cultural Affairs and the study group for "mother tongue teaching" representing Federal Committees, foreign workers' associations, embassies and bishops/delegates from the churches of the foreign workers' country of origin was held at the Evangelical Academy in Mulheim/Ruhr on 25 to 27 November. Its purpose was to examine the Memorandum on mother-tongue teaching in the Federal Republic of Germany, drawn up by the study group. (Memorandum on Mother-tongue teaching in the Federal Republic of Germany, Evangelische Academie Mulheim/Ruhr - Presseerklärung I and II (in German)).

    Authorities in the Land Lower Saxony are planning to allow Turkish, Italian, Portuguese, Greece and Serbo-croat to be taught as a first foreign language in its schools. At the moment, the first foreign language is usually English which migrants' children have to learn in parallel with German. The new concept which, the Minister states, is aimed at improving school for migrants' children is planned to come into force from the next school year. (Frankfurter Allg. Zeitung, 22.10.1983).

22. The Ministry of Labour and three representatives of the Organisation for the Employment of the Labour Force of the Federal Republic of Germany met to discuss the problem of Greek workers in Germany. The Greeks want :

    - Family Allowances for the workers' children, which is being considered positively ;

    - A free work permit for Greek workers, which is being studied and will probably be accepted ;

    - Vocational training for Greeks and a rise in the number of student places.

    (Eleftheroptypia, 25.01.1984).

FRANCE

23. The Secretary of State for migrant workers has presented some proposals for a new policy on immigration, including reinforcing the struggle aginst "clandestins" and the Ministry of National Education facilitating the education of young migrants and opening new teacher training centres. A literacy campaign would be undertaken with the help of the Fond d'Action Sociale and there would be pilot projects for training of young migrants. (Le Monde, 1.9.1983).

    In a joint circular the Secretary of State for the Family, Population and Migrant Workers and the Secretary of the Minister for Vocational Training announced the new measures the government has decided on to improve the professional integration of migrant workers. The three measures implemented by this circular were adopted by the Council of Ministers on 31 August 1983 and complete the actions for linguistic adaptation and pre-training that the FAS (Social Action Fund) for migrant workers will continue to finance for adult migrants. They are :

    1. training activities for young people of foreign origin from 16 to 21 years old ;

2. training activities for young people of foreign origin from 21 to 26 years old and ;

3. training activities for adults seeking work or employed in industry.

(INFFO Flash - 20.2.1984, Migrant Nouvelles - March 1984).

24. According to a study by the INED (National Institute for Demographic Studies) in 1982, in 1981-82 there were 986,000 foreign pupils in public and private primary and secondary schools - 9.5 % of the total number of pupils in primary schools, including special education, 5.9 % of the total number of pupils in secondary schools. At Primary level 29.5 % are Algerian, 23.6 % are Portuguese, 14.9 % are Moroccan, 5.7 % are Tunisian, 5.3 % are Turkish, 4.9 % are Spanish, 3.9 % are South-East Asian, 3.6 % are from other African countries, 3.4 % are Italian, 2.4 % are various nationalities, 1.5 % are Yugoslavs, 1.1 % are from other EC countries. One third of foreign pupils at primary and secondary level are assembled in the three "academies" (Education Districts) around Paris, and an other third are in the five heavily populated "academies" (Aix, Marseille, Grenoble, Lille, Lyon, Nancy, Metz).
(Le Monde de l'Education - Dec. 83).

Elaine KRIESNER, in charge of foreign student matters at the Ministry of Education estimates that there are only 20,000 students from immigrant communities at French universities : immigrants constitute 8 % of the school-going population, but just 2 % of university students.

25. The Ministry for National Education (Direction des Ecoles) has published its Progress Report for the school year 1983-84 on its joint pilot project with the Commission of the European Communities - Intercultural Approaches and the Education Success of Migrants' Children. The first part of the report presents the origin, aims and establishment of the project, the second part describes the first phase of the project and the problems encountered, the third part assesses the first phase of the project and the final part proposes, on the basis of this first phase, future activities and developments. (Ministère de l'Education Nationale, Direction des Ecoles, Rapport d'Activité Année scolaire 1983-84).

26. The Ministry of National Education has published a declaration by the Minister (Savary) on the signing of the Franco-Moroccan agreement on the education of Moroccan children in France. Courses of Arabic and Moroccan culture organised in primary schools, either in the framework of normal school hours or if this is not possible outside normal school hours, will be an integral part of the school curriculum. The same applies to optional courses offered at both levels of secondary education. (Ministère de l'Education Nationale, Service d'Information - 15.11.1983).

HELLAS

27. On 14 December 1983 a Presidential Decree (N°. 494) was issued on the creation of reception classes for the education of children of nationals of Member States and non-Member States of the European Community. The decree aims to make legislation conform to Directive 77/486 and applies to

all children whose parents are resident in Greece or work or have worked in Greece. The education will be free and consists of classes in the Greek language and other subjects suited to the particular needs of the pupils, and in the language of the country of origin. Classes will be formed in nursery, primary and lower secondary schools in Greece on condition that at least eight children have the same mother-tongue. (Decret Présidentiel N°. 494, 14.12.1983).

IRELAND

28. The Joint Committee for the Settlement of Travelling People in Dublin, comprising representatives of the Dublin Corporation, the Dublin County Council and the Dun Laoghaire Corporation have agreed that more pre-school facilities should be provided for travelling children. At the moment there are almost 40 pre-schools for travellers, which are attended from 3 to 5 years of age. Sister Colette Dwyer, the national co-ordinator for the education of travellers has pointed out that only about 50 % of the 6,000 to 7,000 travelling children in the country attend school regularly. In the Dublin area there are 1,750 aged between 3 and 15 years : of the 400 under five, 110 attend pre-schools, of those between 6 and 12, 696 go to school but about 654 never attend. There are 22 training centres for young travelling people throughout the country and 5 in Dublin (Irish Times - 12.04.1984).

ITALIA

29. From 20 to 22 October there was an international colloquium in Urbino on "School and Culture between Italy and Germany : an aspect of European integration". The colloquium was organised by the Italian Ministry for Foreign Affairs, the Italian Embassy in Bonn, the University of Urbino, the University of Würzburg and the Centre for Further Studies of Urbino. It considered the educational integration and cultural identity of children of Italian migrant workers in Germany, the teaching of Italian in Germany, the teaching of German in Italy, developments in national and Community legislation, in particular concerning the implementation of Directive 77/486, and teacher training (Schule und Bildung zwischen Italien und Deutschland / Eine Frage Europäische Integration - 20-21-22/10/1983.

The socialist MP Loris Fortuna has suggested that in the framework of the draft law on equal rights for all languages, Greek, French, Albanian, Slovenian, Serbo-Croatian and German should be taught in Primary and Secondary schools in areas where a high proportion of the population have one of these languages as mother tongue (Eleftherotypia 23.02.1984)

LUXEMBOURG

30. In the context of a resolution adopted on 29 October 1983 by the ASTI (Association for the Support of migrant workers), participants note that the draft law on the organisation of the communes, aimed at making commune life more democratic, excludes non-Luxembourgeois from local referendums

and makes no reference to the CCIs (Advisory Committees for Migrants). It therefore made concrete and realistic proposals that the CCIs should have a more effective role. (Le Républicain Lorrain, 19.02.1984).

31. A study has just been completed on the difficulties of migrant children in schools, "Luxembourg Babel". The author states that most of the problems are of a linguistic nature : apart from the fact that Luxembourg is a multilingual state, German is the main language of education and this causes particular difficulties for children of latin origin. He suggests, inter-alia, that at pre-school level a minimum competence in Luxembourgish should be defined, and at primary level subject matter for the first and second year should be spread over three years in the case of migrant children to enable them to follow the "normal" third year with the pupils from Luxembourg (Républicain Lorrain 30.12.1983).

32. The Minister of Education, Mr. F. Boden has drawn up a list of mother tongue and culture courses approved by the Ministry of Education for the academic year 1983/84. There are courses for Italian, Portuguese, Spanish and Greek pupils. Those pupils attending courses will be covered by accident insurance according to the grand-ducal regulation of 31.05.1974 and the ministerial decree of 23.11.1976 (Courrier de l'Education Nationale, N°. A4/1984 - April 1984).

NEDERLAND

33. The Secretary of State for Education and Science has agreed to the establishment of a group of national experts for the development of teaching aids for cultural minorities within the framework of priority educational policy. The group will coordinate the development and production of teaching aids, make an inventory of the needs for new initiatives in the field, and act as an advisory body for policy-makers. (Persbericht O + W N°. 109 - 8.9.1983).

34. On 15 September, the Minister for Home Affaires and the Minister for Minority Policies presented a policy note on minority groups to Parliament. Apart from continuing special measures, government wants to apply general policies to cultural minorites. Measures for cultural minorities in the field of education are based on the policy note "Cultural Minorities in Education" (1981) and on the Priority Education Plan (1982). The implementation of the Basic Education Act and the Interim Act on Special Education and Secondary Education by August 1985 necessitates structural adaptations in education as a whole in response to the permanent presence of minority groups in the Netherlands. (Uitleg Magazine, 7.10.1983 - Vol. 48, N°. 112).

35. In the priority education plan issued in September 1982, a number of measures were announced to improve the knowledge of foreign (migrant) teachers. The following were to be implemented by October 1983 : a full-time one year course "Dutch language" for foreigners from cultural minorities intending to attend regular teacher training courses in the Netherlands ; a part-time course "Dutch language" for foreign teachers in Dutch education who want to improve their Dutch ; an "application upgrading course"

for teachers lacking full qualifications lasting two years to be organised in Amsterdam, Hengelo, Rotterdam and Eindhoven ; and an "upgrading course" for mother tongue and culture teachers already teaching in the Netherlands but lacking full qualifications. The latter is necessary as from 1 August 1985 an official qualification is required for mother tongue and culture teaching. It will be compulsory for new teachers. (Uitleg Magazine, 9.9.1983 - Vol. 7, N°. 110).

In this note on "Foreign Teachers in Primary education" presented to Parliament on 28 October 1983 the Secretary of State for Education pleads for an improvement in the participation of cultural minorities in teacher training. In the future, Moroccan teachers trained in the Netherlands will provide mother tongue and culture teaching. Due to the shortage of Moroccans who have followed teacher training until now, those residing legally in the Netherlands and having completed teacher training in Morocco may get a dispensation for lack of qualifications for two years to complete the "application upgrading course". (Ministerie van Onderwijs en Wetenschappen - Persbericht 31.10.1983).

36. In his note on "Mother tongue and culture education" also presented to Parliament on 28 October 1983 the Secretary of State for Education indicates the functions of this type of education and the measures to be undertaken. Measures include an information campaign directed at educational circles and involving parents, the establishment of a committee on curriculum in primary and secondary education, initial and in-service training for foreign teachers, the appointment of special inspectors and research in the field of mother tongue and culture education and special education. (Ministerie van Onderwijs en Wetenschappen, Persbericht 31.10.1983).

37. The Institute of Oriental Languages of the Royal University of Utrecht has just published the first Dutch-Moroccan Dictionary. (Het Nieuwsblad, 14.11.1983).

38. The Council for Emancipation has sent a note to the Secretary of State for Education, inviting him to draw up special measures for Turkish and Moroccan girls to increase their chances of continuing to secondary education, such as enlarging the educational centres for migrants. (NRC - Handelsblad, 24.1.1984).

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39. The Government has announced that a clearing house, based on an information bank under development since 1980 at the Policy Studies Institute will probably be in operation next September. The £ 47,000 needed to run the clearing house, the Local Authorities Race Relations Information Exchange (Larie) will be provided jointly by the Local Government Training Board, the Department of the Environment, the Home Office, and the Commission for Racial Equality. Local councils will be able to use Larie to get advice and information on race relations matters such as devising equal employment policies or improving educational services for ethnic minorities (Guardian 22.03.1984).

40. The report of a two-year study by HM Inspectors of the provision made for the education of ethnic minorities in Strathclyde Region, published in January by Her Majesty's Inspectors of Schools in Scotland, argues that it is the responsibility of the curriculum to prepare all pupils for life in a multicultural society by recognising and responding to cultural diversity (Council of Europe Newsletter 1/84).

41. Although there are no official statistics, unofficial surveys suggest there are between 6,500 and 7,000 pupils in Scottish schools whose ethnic origins are outside the UK. They fall into three major groupings - originating from Pakistan, India and Hong Kong - and about 70 % of such pupils are taught in schools in Strathclyde Region, with Glasgow accounting for 80 % of the Strathclyde total (Council of Europe News-Letter 1/84)

42. The Linguistic Minorities Project (LMP), based at the Institute of Education, University of London, from 1979-1983 has reported to the Department of Education and Science its findings on patterns of bilingualism in several regions of England. The Report "Linguistic Minorities in England" covers a range of linguistic minorities from Southern and Eastern Europe, as well as from South and East Asia. The Project developed ways of documenting the numbers and distribution of bilingual pupils in schools and, amongst other things, studied the role of the minority languages and of English in the daily lives of adult bilinguals. Although it is of particular importance for the development of modern language policies in schools and in higher education - for monolingual as well as for bilingual students - the Project's work should also help the evaluation of general language policies in schools.
(University of London Institute of Education, Guardian 8.11.1983) (see also Bulletin N°. 3 - p. 25 and N°. 5 - p. 33).

In its consultative paper "Foreign Languages in the school curriculum" the DES suggest that in the context of the EC directive local authorities should look at the relationship between Community languages and the general provision of foreign language teaching in the schools, and the respective roles of the local authorities and the minority communities in providing classes. (Guardian 8.11.1983 , Foreign Languages in the School curriculum, p. 11).

The National Union of Teachers (NUT) has stated in response to the Government's consultative paper that the dominance of French cannot be justified on educational grounds. It wants to see a shift in emphasis away from an apparent belief in the inherent superiority of European modern languages and towards an acknowledgement of equal status for the languages of the ethnic minority communities. The development of these ethnic minority languages is being impeded by the difficulties teachers with overseas certification have in gaining qualified teacher status in Britain. (Guardian 28.11.1983).

According to a Schools Council report "Community Languages at 16-plus", every child should be given the chance to study an ethnic language at school. Inner city schools with large numbers of migrant children should offer ethnic minority or community languages in addition to European modern languages and even schools in "all-white" areas should reassess their language policies as a way of preparing pupils for life in a multicultural society. (TES, 18.11.1983).

At the opening of the Schools Council Mother Tongue Project Colloquium on Monday 26 March, the Education Secretary, Sir Keith Joseph, stated that state schools could not offer mother tongue tuition to pupils as a right. Although it may be feasible in areas of the country where a single mother tongue is spoken by substantial numbers, it would be impracticable in areas where many languages are spoken. (TES, 30.03.1984).

43. On 26 February the first Greek school officially belonging to the Greek Embassy and officially recognised by the Greek Ministry of Education was opened in London. At first it will provide only nursery and primary classes, but secondary classes will be organised later. The Greek government has declared that it intends to open more Greek schools in Britain to meet the needs of the large Greek and Cypriot community (Eleftherotypia 27.02.1984).

44. The first full-time professional training course restricted to ethnic minorities has just started, with 20 students learning about journalism at the Polytechnic of Central London. The course is financed by nearly £ 100,000 of public money from the Manpower Services Commission and is sanctioned by the section of the Race Relations Act which allows special training to help disadvantaged minorities to compete equally for jobs. (Guardian, 14.10.1983).

45. According to a new national study by the Department of Employment, young black men are more likely than young whites to have A levels, City and Guilds, or higher qualifications. In a sample of 11,200 young people aged 16 to 29, 25 % of West indian and Asian men had an A level, City and Guilds, or higher qualification against 20 % of whites. Among women the figures were 17 % and 19 % respectively. In a separate table on the economic status of 7,500 young people aged 16 to 24, the DE statisticians show that both West Indians and Asians are more likely to be still at school or in full-time education than their white counterparts. This is particularly true for Asians - 36 % of Asian men were students (compared with 17 % of whites), and 26 % of Asian women (compared with 16 % of whites). Youth unemployment in 1981 was no worse among Asians than whites, but markedly worse among West Indians. (TES, 4.11.1983).

46. Bradford city council rejected the Muslim Parents Association's plan to take over five county schools and run them on Islamic lines. (See Bulletin N°. 5 - p. 28 and N°. 6 - p. 46). Bradford's education committee concluded that the Association did not have the backing of its own people nor the rest of the Community and also lacked the finance and the educational and administrative abilities necessary. The Association appealed to the Secretary of State, Sir Keith Joseph, claiming that local educational authorities did not meet the needs of Muslim children, the great number of private Muslim schools open in the evening or at weekends being proof of this. According to the Association, refusal to let Muslims have schools in the same way as Roman Catholics, Anglicans or Jews is a form of institutionalised racism. (TES 9.9.1983, 7.10.1983 - Sunday Times 2.10.1983).

47. Racially-motivated bullying in schools has been condemned by the Education Secretary, Sir Keith Joseph, who said the Government wanted to give maximum support to local authorities, governers, heads and teachers in stopping racial bullying. (Guardian 22.03.1984).

48. In a statement of 8 February 1983 Mr. Francis Pym, then secretary of state for foreign and Commonwealth affairs, announced that after consideration of the recommendations in the report of the Overseas Students Trust (OST, A Policy for Overseas Students : Analysis, Options, Proposals, and having taken into account the views of the many bodies interested in this field, the British government had decided to increase their support for overseas students by £ 46 million over the next three years. However, overseas student numbers in the UK are still declining. Figures just released by the Department of Education and Science (DES) estimate that there were 53,000 overseas students in British universities and public sector colleges last year, or courses ranging from GCE O level to postgraduate degrees. The total is down for the fifth year in succession - 2 % this time. Five years ago there were more than 85,000 overseas students in the same institutions, but that was before the imposition of full cost fees (A.C.V. bulletin of current documentation N°. 63 - April 1984, Guardian 15.05.1984).

Educational cooperation in the Community

The educational systems in Community countries vary considerably and this variety, which is the result of historic and cultural factors, itself constitutes a great wealth which should be preserved.
On the other hand it is in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community.

Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative possibilities of practice, and the Member States agreed to promote close cooperation in the field of education at Community level.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information Network in order to increase and improve the circulation of information in the area of education policy.
This information Network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

The Education Committee of the European Community which has the task of coordinating and monitoring the action programme recommended that the use of Eurydice should in the first phase be limited to those in policy making positions.
The Education Committee consists of representatives of the Member States and of the Commission.

In accordance with their own distinctive education structures, each Member State has designated at least one National Unit to participate in the Network and the Commission of the European Communities has arranged with the European Cultural Foundation the establishment of the Commission's Eurydice Unit, which is part of the Network and assists the Commission's Education Service.
Eurydice is based on the mutual cooperation of the National units and the Commission's Unit. In addition the latter coordinates and animates the network.

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